

Pupil premium strategy statement – St James C of E Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Jane Cook
Pupil premium lead	Scott Clark
Governor / Trustee lead	Stephen Rea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,910

Part A: Pupil premium strategy plan

Statement of intent

'Everyone is loved' at St James and this core value underpins every decision that we make as a school. We serve a richly diverse community of children and families, which includes children from Gypsy Romany Traveller backgrounds and those with parents who serve in the Armed Forces.

It is our intention that all children leave St James with a wealth of knowledge that they can carry with them for life; an endless love of learning and are ready to flourish in the wider world. The purpose of our strategy is to support disadvantaged pupils to achieve that goal.

Much of what we outline in this strategy will support all our pupils, regardless of their socio-economic status, because quality first teaching is at the centre of our provision. Where children are supported to reach their potential through high expectations, yet a nurturing careful approach, they will flourish and grow into confident and empowered individuals who can make a difference to the world around them.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A gap of over -2% has developed between the school attendance figures for disadvantaged pupils, and the national attendance figures. In addition to this, 29% of school's disadvantaged pupils are identified as persistently absent, compared to 9% for non-disadvantaged pupils.
2	At the end of Key Stage 2, data is showing that there continues to be a gap between the attainment levels in Writing between disadvantaged pupils and non-disadvantaged pupils. This trend is reflected in our internal data for Y3-5, but with no patterns emerging.
3	At the end of Key Stage 2, data is showing that there continues to be a gap between the attainment levels in Mathematics between disadvantaged pupils and non-disadvantaged pupils. Although this trend is reflected in our internal data, it is clear that the gap is being closed as children progress through school. This needs to be at a more rapid pace.
4	Through interrogation of the data, we are able to state that over half of our disadvantaged pupils also have an additional barrier to learning, with many having significant SEND needs.
5	Through our in-school monitoring systems, observations and close relationships with families, we have been able to identify that some of our pupil's mental health and well-being, and their attitude to learning is not where we would want them to

	be. There continues to be a number of children suffering from emotional outbursts and struggling to regulate their own emotions – many of these are also disadvantaged pupils.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the overall attendance of all pupils and reduce the number of persistently absent Pupil Premium pupils.	Rise in the overall attendance, particularly Pupil Premium children and reduce the number of Pupil Premium pupils who are persistently absent.
Improve writing and maths attainment among Pupil Premium pupils.	End of Key Stage 2 and internal data shows an increase in Pupil Premium pupils achieving the expected standard in writing and maths
To achieve and sustain improved wellbeing for all pupils, particularly Pupil Premium pupils.	A reduction in the number of emotional outbursts recorded and anecdotal data used to keep a record of sustained improvement in wellbeing.
Identify specific needs of all pupils with additional barriers to learning. Plan and deliver appropriate interventions resulting in rapid progress towards individualised goals.	SEND records demonstrate that barriers to learning are identified and quality APDRs produced and implemented. Evaluation of ADPRs demonstrate progress made.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement a new curriculum (Primary Knowledge Curriculum)	Evidence indicates that high quality teaching is the most powerful way for schools to improve attainment, especially for socio-economically disadvantaged pupils. This curriculum helps to build teacher knowledge and pedagogical expertise	2,3,4
Recruit a new SENDCo and have an additional day of	With increasing needs in school (particularly of Pupil Premium pupils), it is important to have more SENCO support the identification of children with special educational needs; co-ordinate provision for children with SEND; liaise with parents of children with SEND; liaise	2,3,4

SENDCo support.	with other providers, outside agencies, educational psychologists and external agencies particularly for children receiving support.	
Continue to be part of the Maths Hub, which offers CPD for maths leader alongside White Rose Mastery Maths scheme.	Research from the NCETM These key foundations include: shared vision and culture around the importance of maths a belief that every child can achieve highly in maths a positive mind set towards maths amongst all staff good maths subject knowledge amongst teachers and TAs systems that maximise learning, such as timetabling, intervention and pedagogical approaches teaching of arithmetical proficiency for all children, to support mathematical fluency by reducing cognitive load ongoing staff development, which is valued by all staff and senior leaders. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning	3
Provide subject leaders and teachers with an ongoing package of CPD.	Subject leaders should be given the opportunity to both observe and support teaching and learning to cultivate their subjects. Such opportunities should include working with all staff to develop their pedagogical content knowledge, time to develop their own expertise through training and research and investigating how implementations are embedding. Quality first teaching promotes achievement for all, hence it is important for leaders to support teachers.	2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA deployment to support pupils in the classroom and withdraw them for 1:1 or small group interventions.	Teaching assistants have a positive impact on pupil outcomes when deployed well – delivering interventions that they have been trained to deliver or targeting individual children or groups of children to reach specific goals and aims. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions For those children with gaps in their phonetical knowledge, it is crucial that their phonics learning does not stop because they are now in Key Stage 2. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	2,3,4,5
Introduce the Birmingham Toolkit to support staff in identifying small next steps for pupils.	The Combined Birmingham SEN Toolkit focuses on attainment in speaking and listening, reading, writing and maths. It is a tool that supports schools in identifying specific levels of need and ability for pupils with their literacy and maths skills (including speaking and listening).	4

Continue to purchase online educational packages to support children at home and school.	Having a mastery approach to teaching mathematics helps to prevent gaps in children's knowledge from forming through direct instruction where necessary and class teachers ensuring that pupils understand units of work before 'moving on' https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning The average impact of homework is positive across both primary and secondary school. Pupils eligible for free school meals typically receive additional benefits from homework. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,4,5
Plan in opportunities for Pupil Premium children to take the lead in public speaking (Concerts, collective worships, class presentations).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The EEF outlines the benefits of improved oracy.	2,4,5
Continue to plan opportunities to strengthen parent – school relationships.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,4,5
Deploy sports mentorship	Providing children with additional opportunities will help their mental well-being. Giving children opportunities to flourish in non-academic areas provides children with a release from the challenges of learning.	5
Learning mentor supporting children and families who are disengaged with learning and school.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	1,5
Purchased PE hub to support the quality teaching of PE to increase engagement from Pupil Premium pupils to be more in-line with their peers.	Pupil premium pupils demonstrated that they were finding PE lessons significantly more challenging than their peers. A well-structured scheme with adaptation suggestions included purchased to support the teaching of PE.	4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy a learning mentor to support children with their emotional wellbeing	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	5
Timetable opportunities for learning mentor and members of SLT to work with families requiring additional support.	EEF – Working with parents to support children's learning guidance report. - There is an established link between the home learning environments at all ages and children's performance at school. - Schools and parents have a shared priority to deliver the best outcomes for their children. - Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading. - Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. - Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of homeschool relationships.	4,5
Open up easier lines of communication between home and school (to key personnel).	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
Timetable SENCO support with teachers via staff meeting and 1:1 meetings to help support children with additional needs.	Internal conversations, surveys and observations and monitoring identifies that teachers are requiring more support to identify smaller next steps for their pupils and requiring support on how best to adapt learning to meet the needs of all pupils in their class.	2,3,4
Fund for school trips, clubs and uniform.	Enabling Pupil Premium Pupils to attend residential and trips is essential to their academic and social learning. It is important for pupils' well-being and self-esteem to have the same uniform/equipment as their peers.	1,5

Total budgeted cost: £93,910

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1	<i>Compared to the National figures, our disadvantaged pupils' attendance is broadly in line with the FFT National figures for disadvantaged pupils – School – 91.9%, National – 91.3%. The school's Pupil Premium attendance is below all pupils. As a school, we have identified 34 persistent absentees as a school and that 27% of our Pupil Premium contribute to that number.</i> Data for the current academic year shows that National PP attendance has increased and the school's PP attendance has decreased to below 91%. In the previous academic year, the PP attendance remained in-line with National PP attendance.
2	<i>Through our in-school monitoring systems, observations and discussions with families, we have been able to identify that our pupil's mental health and well-being, and their attitude to learning after COVID disruptions is still not where we would want them to be. There has been a significant increase in the number of children suffering from emotional outbursts and struggling to regulate their own emotions. Just under 80 pupils (of which a high proportion are pupil premium) at present are requiring support with their social and emotional needs in a variety of ways, with others who are dealing with their emotions privately currently.</i> The number of Early Helps in place has fluctuated with new ones opening and others drawing to natural ends. The number of families requiring school support has also fluctuated, with some families being helped out of their struggles and new families coming forward. In school, there are success stories of pupils who are now accessing learning where they previously were not.
3	<i>Through our internal assessments, we have established that children continue to have significant gaps in prior learning/ knowledge. We are increasingly aware of pupils finding it more challenging to retain the knowledge that they are being taught in their lessons. Of these children being identified, an increasing proportion of the children are our Pupil Premium pupils.</i> Data shows that Pupil Premium pupils achieved broadly in line with their non-pupil premium peers in reading at the end of Key Stage 2 23/34 (78% Achieved the expected standard Non-PP and 72% PP. This is an improvement year on year. There remains a gap in attainment in Maths and Writing, however. See below.

	ACADEMY NAME	2023 KS2 SATs	No. of pupils in cohort	Reading		Writing		Grammar		Maths		Combined	
				EXS(+)	GDS	EXS(+)	GDS	EXS(+)	GDS	EXS(+)	GDS	EXS(+)	GDS
				No. of pupils	No. of pupils	No. of pupils	No. of pupils	No. of pupils	No. of pupils	No. of pupils	No. of pupils	No. of pupils	No. of pupils
	All		53	74%	34%	64%	11%	87%	40%	83%	19%	53%	4%
	PP		14	79%	21%	43%	7%	86%	21%	64%	7%	36%	0
	Not PP		39	72%	38%	74%	13%	82%	46%	92%	28%	62%	5%
	SEND		10	50%	20%	40%	0	60%	10%	60%	10%	40%	0
	Not SEND		43	79%	37%	72%	14%	88%	47%	86%	28%	53%	5%
End of KS2 data shows where the gaps emerged and closed (identified earlier in the strategy) Internal data is mirroring the above data throughout Years 3-5.													
4	<i>Our internal record keeping, pupil progress meetings and internal assessments are indicating that 40 children who are pupil premium are also identified as having dual attributes leading to barriers to learning. This is including children with SEND, ethnic minority and summer born children for example.</i> Individual ADPRs produced and evaluated with a number of children making significant progress. Where progress was less substantial, further work is being done to identify the next small steps for these pupils in order to begin accelerating progress.												

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.